

California Commission on Teacher Credentialing (CCTC)

Meeting with

Montessori Council of California (MC²)

Monday, May 9, 2011

1:00 – 3:00 PM

Request for Acceptance

Course Alignment:

CTC Child Development Permit & Montessori Coursework

Letters of Support:

American Montessori Society (AMS)

Montessori Early Childhood Course Syllabi

Request for Acceptance

Monday, May 9, 2011

The Montessori Council of California (MC²) requests acceptance of Early Childhood coursework from Montessori Accrediting Council for Teacher Education (MACTE) – accredited Programs toward the fulfillment of the course requirements of the Child Development Permit.

Title 5 of the California Code of Regulations, section 80105 (f) allows the Commission in conjunction with the State Superintendent of Public Instruction to establish criteria for accepting training that takes place outside of a regionally accredited institution of higher education.

**Commission on Teacher Credentialing
Course Requirements for the Child Development Permit and
Montessori Coursework***

Child Development Permit Course Requirements

Authorization: 12C Teacher – Option 1

24 semester units of ECE or child development

including 3 core areas of

- 1. Curriculum – “CUR”**
- 2. Child, Family & Community – “CFC”**
- 2. Child, Growth & Development – “CGD”**

Montessori Early Childhood Coursework*

24 semester units:

1. Curriculum – “CUR”:

Practical Life/ Self-help skills – 3 semester units

Sensorial/Perceptual-Motor – 3 semester units

Language Arts – 3 semester units

Mathematics – 3 semester units

Cultural & Life Science – 3 semester units

Music, Movement & Art – 3 semester units

2. Child, Family & Community – 3 semester units

3. Child Development – 2 semester units

Observation Techniques in Child Development

– 1 semester unit

Authorization: 12C Teacher – Option 2

24 semester units in ECE or child development – AS ABOVE

Additionally:

- 1. 3 semester units supervised field experience**

- 1. Supervised Field Experience – Practicum I – 270 hours
3 semester units**

Authorization: 12D – Master Teacher

As in 12C Teacher – Option 2

Additionally: BA degree

***Montessori Teacher Education Center San Francisco Bay Area coursework – MACTE Accredited**

Montessori Early Childhood Teacher Credential Course
Child Development (6.2.1)
Instructor: Ann Gavey

Description:

To familiarize the student with child development and the Montessori application of the theories of child development, the stages of development in psychosexual development, social/emotional development, and moral development, cognitive development and motor development.

Clock hours: 30 hours Early Childhood

Credits: California State University – East Bay – 3 quarter units
MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives (#1.a and #1.d)

Montessori Philosophy and Human Development: (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a) The student is provided developmental and behavioral norms and potential recommendations of early intervention services in order to demonstrate this knowledge and referral ability; (d)

Competencies (MACTE Competencies #1.b and #1.d)

Montessori Philosophy and Human Development: (MACTE #1)

Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age; (b)

Demonstrates evidence of personal growth through self-evaluation and introspection; ©
Demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services;(d)

Outline of content and learning experiences:

Session 1:

Introduction

Chapter 1: The Nature of Development, p 3-36

Chapter 2: The Contexts of Development, p 37-77

Session 2:

Chapter 7: Toddler Language and Thinking p 235 - 265

Chapter 8: Toddler Social and Emotional Development p 267 - 296

Session 3:

Chapter 9: Cognitive Development in Early Childhood p 298 - 333

Session 4:

Chapter 10: Social and Emotional Development in Early Childhood 335 - 370

Session 5:

Chapter 15: Developmental Psychopathology p 525 - 555

Final Test Developmental and behavioral norms, and intervention services.

Required and recommended readings:

Handouts

Child Development It's Nature and Course, Fifth Edition

Sroufe, Cooper and DeHart

Evaluation requirements and/or performance assessment:

Examinations (MACTE #1.b)

Participation (MACTE #1.c)

Compilation of community referral and intervention services (MACTE #1.d)

Course requirements:

Attendance/participation

Quizzes and final examination

Class presentation

Compilation of community referral and intervention services

**Montessori Philosophy/Theory (6.2.2)
during Sensorial (6.2.5)
Instructor: Dr. Pamela Zell Rigg**

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 5 hours.

Credits: California State University/East Bay- 3 quarter units
(with completion of all philosophy subjects)
MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a and #1.c)

Montessori Philosophy and Human Development (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)
The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

Competencies: (MACTE Competencies #1.a and #1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

Outline of content and learning experiences:

Session 1.

TMM	Chapter 1	p. 1 - 27
DMOH	Chapter 2	p. 65 - 123
DOC	Chapter 2	p. 19 - 40
SAE	Chapter 5	p. 142 - 152

Session 2.

TMM	Chapter 6	p. 107 - 118
DOC	Chapter 7	p. 106 - 122
	Chapter 8	p. 123 - 142
SAE	Chapter 8	p. 195 - 240

Session 3.

TMM	Chapter 12	168 - 184
DOC	Chapter 9	p. 143 - 148
Discussion: Nature of the Child		

Session 4.

TMM	Chapter 13	p. 185 - 214
DOC	Chapter 11	p. 153 - 163
Discussion: Role of the Adult		

Session 5.

TMM	Chapter 14	p. 215 - 223
	Chapter 15	p. 224 - 245
DOC	Chapter 12	p. 164 - 173

Chapter 13 p. 174 - 184
Discussion: The Prepared Environment

Evaluation requirements and/or performance assessment:

Sensorial Rational Paper (MACTE #1.a)

Participation (MACTE #1.c)

Required and recommended readings:

The Montessori Method by Maria Montessori (TMM)

Spontaneous Activity in Education by Maria Montessori (SAE)*

The Discovery of the Child by Maria Montessori (DOC)

Dr. Maria Montessori's Own Handbook (DMOH)

* Also under the title of The Advanced Montessori Method I

Montessori Philosophy/Theory (6.2.2)
during Practical Life (6.2.4)
Instructor: Katie McDonnell-Manson

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: **5 hours.**

Credits: **California State University- 3 quarter units**
 (with completion of all philosophy subjects)

MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a and #1.c)

Montessori Philosophy and Human Development (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

Competencies: (MACTE Competencies #1.a and #1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

Outline of content and learning experiences:

Session 1.

TMM	Chapter 2	p. 28 - 47
DMOH	Chapter 1	p. 1 - 64
DOC	Chapter 2	p. 19 - 40
SAE	Chapter 1	p. 1 - 27

Session 2.

TMM	Chapter 3 and 4	p. 48 - 85
DOC	Chapter 3	p. 41 - 63
SAE	Chapter 3	p. 67 - 124

Session 3.

TMM	Chapter 7	p. 119 - 124
DOC	Chapter 5	p. 76 - 98

SAE Chapter 4 p. 125 - 141
Discussion: Nature of the Child

Session 4.

TMM Chapter 5 p. 86 - 106
DOC Chapter 6 p. 99 - 105
SAE Chapter 6 p. 153 - 166
Discussion: Role of the Adult

Session 5.

TMM Chapter 21 p. 346 - 379
DOC Chapter 23 p. 302 - 318
SAE Chapter 7 p. 170 - 194
Discussion: The Prepared Environment

Evaluation requirements and/or performance assessment:

Practical Life Rationale Paper (MACTE #1.a)
Participation (MACTE #1.c)

Required and recommended readings:

The Montessori Method by Maria Montessori (TMM)
Spontaneous Activity in Education by Maria Montessori (SAE)*
The Discovery of the Child by Maria Montessori (DOC)
Dr. Maria Montessori's Own Handbook (DMOH)

* Also under the title of The Advanced Montessori Method I

Montessori Philosophy/Theory (6.2.2)
during Language Arts (6.2.7)
Anni Tervydis, Instructor

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the

child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 6 hours.

Credits: California State University/East Bay-3 quarter units
(with completion of all philosophy subjects)
MTEC/SFBA transcript

See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a and #1.c)

Montessori Philosophy and Human Development (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)
The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

Competencies: (MACTE Competencies #1.a and #1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)
Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

Outline of content and learning experiences:

Session 1.

TMM

Chapter 16

p. 246 - 270

DMOH Chapter 3 p. 123 - 164

Session 2.

TMM Chapter 17 p. 270 - 309

DOC Chapter 14(15) p. 185 - 202

Session 3.

TMM Chapter 18 p. 310 - 327

DOC Chapter 15(16) p. 203 - 228

TOD Chapter 16 p. 299 - 316

Discussion: Nature of the Child

Session 4.

TMM Chapter 22 p. 137 - 379

DOC Chapter 16(17) p. 229 - 241

Discussion: Role of the Adult

Session 5.

DOC Chapter 17(18) p. 242 - 262

Theories of Development by Wm. Crain

Session 6.

Chapter 16 p. 299-315

Chomsky's Theory of Language Development

Discussion: The Prepared Environment

Evaluation requirements and/or performance assessment:

Language Arts Rationale Paper (MACTE #1.a)

Participation (MACTE #1.c)

Required and recommended readings:

The Montessori Method by Maria Montessori (TMM)

Dr. Maria Montessori's Own Handbook by Maria Montessori (DHOH)

Spontaneous Activity in Education by Maria Montessori (SAE)*

The Discovery of the Child by Maria Montessori (DOC)

Theories of Development by William Crain (TOD)

* Also under the title of The Advanced Montessori Method I

Montessori Philosophy/Theory (6.2.2)
during Mathematics (6.2.6)
Instructor: Susan Turof

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 6 hours.

Credits: California State University/East Bay- 3 quarter units
(with completion of all philosophy subjects)
MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a and #1.c)

Montessori Philosophy and Human Development (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

Competencies: (MACTE Competencies #1.a and #1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years; (a)
Demonstrates evidence of personal growth through self-evaluation and introspection;(c)

Outline of content and learning experiences:

Session 1.

TMM	Chapter 19	p. 328 - 337
DMOH	Chapter 4	p. 164 - 182

Session 2.

DOC	Chapter 18	p. 263 - 275
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Session 3.

SAE	Chapter 9	p. 241 - 275
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Session 4.

DOC	Chapter 19	p. 276 - 279
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Session 5:

DOC	Chapter 10	p. 149 - 152
TOD	Chapter 6	p. 110 - 117

Discussion: Nature of the Child

Session 6.

Discussion: Role of the Adult
Discussion: The Prepared Environment

Evaluation requirements and/or performance assessment:

Mathematics Rationale Paper (MACTE #1.a)
Participation (MACTE #1.c)

Required and recommended readings:

The Montessori Method by Maria Montessori (TMM)
Dr. Maria Montessori's Own Handbook by Maria Montessori (DMOH)

Spontaneous Activity in Education by Maria Montessori (SAE)*
The Discovery of the Child by Maria Montessori (DOC)
Theories of Development by William Crain (TOD)

* Also under the title of The Advanced Montessori Method I

Montessori Philosophy/Theory (6.2.2)
during Art, Music, Movement (6.2.8)
Instructor: Thomas Lubrano and Susan Turof

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: **3 hours.**

Credits: **California State University/East Bay-3 quarter units**
 (with completion of all philosophy subjects)
 MTEC/SFBA transcript

Meeting schedule:

See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.c)

Montessori Philosophy and Human Development (#1)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

Competencies: (MACTE Competencies (#1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates evidence of personal growth through self-evaluation and introspection;
(c)

Outline of content and learning experiences:

Session 1. (Art)

TMM	Chapter 11	p. 162 - 167
DOC	Chapter 20	p. 280 - 285

Session 2. (Movement)

TMM	Chapter 9	p. 137 - 148
	Chapter 13	p. 206 - 209

Session 3. (Music)

Education of Senses: Music of Education

DOC	Chapter 21	p. 286 - 293
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Evaluation requirements and/or performance assessment:

Participation

Required and recommended readings:

The Montessori Method by Maria Montessori (TMM)

Education of Senses by Maria Montessori

The Discovery of the Child by Maria Montessori (DOC)

Early Childhood Level
Montessori Philosophy/Theory (6.2.2)
during Physical and Life Sciences (6.2.9)
Instructor: Ann Gavey

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 3 hours.

Credits: California State University/East Bay- 3 quarter units

(with completion of all philosophy subjects)
MTEC/SFBA transcript

See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a and #1.c)

Montessori Philosophy and Human Development (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

Competencies: (MACTE Competencies #1.a)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Outline of content and learning experiences:

Session 1.

TMM Chapter 10 p. 149 - 161
Discussion: Nature of the Child

Session 2.

DOC Chapter 4 p. 64 - 75
Discussion: Role of the Adult
Discussion: The Prepared Environment

Session 3.

Chapter 14-21
Honoring the Light of the Child

Evaluation requirements and/or performance assessment:

Participation (MACTE #1.a)

Required and recommended readings:

The Montessori Method by Maria Montessori (TMM)
The Discovery of the Child by Maria Montessori (DOC)
Honoring the Light of the Child (HLC)

Early Childhood Level
Montessori Philosophy/Theory (6.2.2)
during Social Studies (6.2.10)
Instructor: Ann Gavey

Description:

To familiarize the student with the Montessori philosophy / theory and rationale of the curriculum area of social studies which include geography including land and water forms, globes, maps, flags, multicultural awareness, and history including time, calendar, seasons, personal family history.

Clock hours: 2 hours.

**Credits: California State University/East Bay- 3 quarter units
(with completion of all philosophy subjects)
MTEC/SFBA transcript**

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a, 3.a, 3.b,3.c)

Montessori Philosophy and Human Development (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom. (c)

Competencies: (MACTE Competencies #1.a and #3.a, #3.b, #3.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Curriculum Implementation (MACTE #3):

Demonstrates the principles of Montessori environmental and material design;(a)
Articulates the rationale and sequence of the Montessori curriculum; (b)
Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations; (c)

Session 1:

Honoring the Light of the Child- Introduction and Activities 1-8

Session 2:

Honoring the Light of the Child, Activities 8-13

Evaluation requirements and/or performance assessment:

Synthesis Project (MACTE #3.a, 3.b, 3.c)

Required and recommended readings:

Honoring the Light of the Child

Early Childhood Level
Montessori Philosophy/Theory (6.2.2)
during Classroom Leadership (6.2.11)
Instructor: Ann Gavey

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 2 hours.

Credits: California State University/East Bay- 3 quarter units
(with completion of all philosophy subjects)
MTEC/SFBA transcript

Meeting schedule:

See website for schedule (MontessoriTrainingUSA.com)

Objectives:

Competencies: (MACTE Competencies #1.a)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Outline of content and learning experiences:

Session 1.

TMM

Chapter 10

p. 149 - 161

Discussion: Nature of the Child

Session 2.

Discussion: The Prepared Environment

Evaluation requirements and/or performance assessment:
Participation

Required and recommended readings:
Dr. Montessori's Own Handbook by Maria Montessori

Early Childhood Level
Montessori Philosophy/Theory (6.2.2)
during Parent Involvement (6.2.12)
Instructor: Ann Gavey

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 2 hours.

Credits: California State University/East Bay- 3 quarter units
(with completion of all philosophy subjects)
MTEC/SFBA transcript

Meeting schedule:
See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1a and #1c)

1. Montessori Philosophy and Human Development:

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of

Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years. (a)
The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated. (c)

Competencies: (MACTE Competencies #1.a and #1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)
Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

Outline of content and learning experiences:

Session 1.

Montessori a Modern Approach
Discussion: Nature of the Child

Session 2.

What You Should Know About Your Child
Discussion: Role of the Adult
Discussion: The Prepared Environment

Evaluation requirements and/or performance assessment:

Participation (MACTE #1.a)

Written Assignment (MACTE #1.c)

Required and recommended readings:

Montessori A Modern Approach by Paula Polk Lillard

What You Should Know About Your Child by Maria Montessori

Early Childhood Level
Observation in Child Development Curriculum (6.2.3)
Instructor: Ann Gavey

Description:

To familiarize the student with child development and the Montessori application of the theories of child development, the stages of development in psychosexual development, social/ emotional development, moral development, cognitive development and motor development.

Clock hours: 10 hours
35 hours Self-Directed

Credits: California State University – East Bay – 1.5 quarter units

MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#1.a, #1.b, #1.c, #1.d)

Montessori Philosophy and Human Development: (#1)

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years;(a)

The student is introduced to the major educational theorists, and theorists in human growth and development. The student demonstrates comprehension through discussion and examination, and utilizes an understanding of the stages of human growth, development, and educational theories in the classroom practicum setting;(b)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; ©

The student is provided developmental and behavioral norms and potential recommendations of early intervention services; (d)

Competencies: (MACTE Competencies #1.b and #1.d)

Montessori Philosophy and Human Development (MACTE #1)

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years; (a)

Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age; (b)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services. (d)

Outline of content and learning experiences:

Observation of children using provided guidelines.

Evaluation requirements and/or performance assessment.

Participation - MACTE Competency #1.a

Observation Reports - MACTE Competency #1.a, #1.b, #1.c, #1.d

Required and recommended readings:

Observation in Child Development

Early Childhood Level

Practical Life (6.2.4)

Instructor: Katie McDonnell-Manson

Description:

To familiarize the student with the Montessori area of practical life to

include the philosophy and rationale, and the curriculum areas of grace and courtesy, control of movement with line activities, care of person, care of the environment, food and nutrition and ground rules.

Class Schedule: See website for schedule (MontessoriTrainingUSA.com)

Clock hours: 35 hours.

**Credits: California State University – East Bay – 4.5 quarter units (with philosophy)
MTEC/SFBA transcript**

Objectives: (#2.a, #2.b, #2.c, #3.a, #3.b, #3.c)

Classroom Leadership (#2)

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children. (a)

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children. (b)

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies. (c)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum. (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum. (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom. (c)

MACTE Competencies: (MACTE Competencies #2.a, #2.b, #2.c and #3.a, #3.b, #3.c)

2. Classroom Leadership (#2 MACTE)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the Practical Life progress of children; (a)

utilizes cultural sensitivity as it relates to Practical Life in support of the development of individual children; (b)
demonstrates an ability to implement effective classroom strategies in implementing Practical Life; ©

3. Curriculum Implementation (#3 MACTE)

demonstrates the principles of Montessori environmental Practical Life material design; (a)
articulates the rationale and sequence of the Practical Life Montessori curriculum; (b)
demonstrates proficiency in applying Montessori principles in the context of the Practical Life curriculum, Practical Life didactic materials, and Practical Life lesson presentation; ©

Outline of content and learning experiences:

Session 1:

Philosophy
Overview of the course
Rationale for Practical Life
Introduction Exercise
Grace and Courtesy Exercises
Control of Movement: Line Activities

Presentation:

Rolling a Mat
Folding a Cloth
Cutting
Practice Session
Presentation: Whole Hand Grasp
Bean Transfer
Sponge Squeezing
Basting
Practice Session
Introduction to manual
Manual Requirements
Circle: Introduction to School and Preliminary Exercises
Presentation: Whole Hand Grasp

Pouring Sequence
Practice Session
Tonging
Practice Session

Session 2:

Presentation:

Three Finger Grasp
Spoonng Sequence
Medicine Dropper
Practice Session
Tweezers
Clothes Pins and Paper Clip
Practice Session
Wrist Movement
Lids and Jars
Nuts and Bolts
Locks and Keys
Practice Session
Egg-beater and whisk
Shell Washing
Sorting Sequence
Practice Session

Session 3:

First Part of Rationale Paper Due
Philosophy
Create an Activity
Presentation: Care of Person
Button Frame
Zipper Frame
Snapping Frame
Practice Session
Hook and Eye Frame
Buckle Frame
Bow Tying Frame

Session 4:

Presentation:

Hand Washing
Table Washing
Shelf Cleaning
Practice Session
Dish Washing
Window Washing
Taking Care of Plants
Watering
Cleaning Leaves
Housekeeping – sweeping

Session 5:

MACTE Competencies
Observation forms and observation approaches

Presentation:

Mirror Polishing
Wood Polishing
Silver Polishing
Copper Polishing
Shoe Polishing
Control of Movement - Stationary Exercise
Using a Stapler
Using a Hole Punch
Using a Rubber Band
Using a Pin Cushion
Practice Session
Food Preparation
Cutting Banana, Cucumber, Carrot
Grating
Spreading
Tea Serving

Testing:

Setting up Practical Life Environment
Sequence Session
Keeping up the Prepared Environment (eye to details)
Sequence of materials during the year
Testing and Presentation of Own Practical Life Material

Evaluation requirements and/or performance assessment:

Practical Life Manual (MACTE 3.a)
Student Practice Sessions (MACTE 3.a)
Written Examination (MACTE 2.c, 3.c)
Rationale Paper (MACTE 2.b, 3.b)
Performance Assessment (MACTE 3.a)
Practicum Planning Journal (MACTE 2.a)

Required and recommended readings:

Practical Life Manual
Practicum Planning Journal
Relevant literature books from bibliography
See Philosophy Syllabus

Early Childhood Level

Sensorial Curriculum (6.2.5)

Instructor: Dr. Pamela Zell Rigg

Description:

To familiarize the student with the Montessori area of sensorial with rationale and philosophy of the sensorial area of the curriculum, and presentations of the sensorial materials which develop and refine the sense of visual (size, shape and color), tactile (baric, thermic and tactile), auditory, olfactory and gustatory.

Clock hours: 35 hours.

**Credits: California State University – East Bay – 4.5 quarter units (with philosophy)
MTEC/SFBA transcript**

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#2.a, #2.b, #2.c, #3.a, #3.b, #3.c)

Classroom Leadership (#2)

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children; (b)
The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies; (c)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom; (c)

Competencies: (MACTE Competencies #2 and #3)

Classroom Leadership (MACTE #2)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children (a)

utilizes cultural sensitivity in support of the development of individual children (b)

demonstrates an ability to implement effective classroom strategies (c)

Curriculum Implementation (MACTE #3)

demonstrates the principles of Montessori environmental and material design (a)

articulates the rationale and sequence of the Montessori practical life curriculum (b)

demonstrates proficiency in applying Montessori principles in the context of the practical life curriculum, didactic materials, and lesson presentation ©

Outline of content and learning experiences:

Session 1:

Philosophy

Overview of the course

Rationale for Sensorial

Introduction Exercises

Introduction to the Manual and the Manual Requirements

Student Practice Session Record Sheet

Visual Sense:

Discrimination of Dimension (size)

Knobbed Cylinder Block
Pink Cubes
Brown Quadrilateral Prisms
Red Rods
Colored Cylinders

Session 2:

Philosophy
Visual Sense-Dimension Testing
Rationale Paper
Discrimination of Form (shape)
Geometric Solids
Geometric Solids with Bases
Geometry Demonstration Tray
Geometry Cabinet
Geometry Cabinet with Cards
Constructive Triangles
 Triangle Box
 Large Hexagon Box
 Small Hexagon Box
 Rectangle Box 1
 Rectangle Box - Blue
Power of Two
Binomial Cube
Trinomial Cube
Square of Pythagoras
Square of Pythagoras Table

Session 3:

Philosophy Rational Paper
Discrimination of Color
 Primary Color Box (Box 1)
 Hue Matching Box (Box 2)
 Color Tint Box (Boxes 3, 4, 5)
 Tint Match-Grade Box (Box 6)
 Grading Box (Box 7 or original 3)
 Discrimination of Pattern - Shape, Size and Color
 Fabric Box

Session 4:

Philosophy Written Exam
Tactile Sense:
Tactile Boards
Tactile Tablets
Fabric Box 1

Fabric Box 2
Fabric Box 3
Baric Tablets
Thermic Cylinders
Thermic Tablets

Auditory Sense:

Introductory Activities
Sound Cylinders

Olfactory Sense:

Introductory Activities
Smelling Cylinders

Gustatory Sense:

Introductory activities
Tasting Bottle

Session 5:

MACTE Competencies
Observation Forms and Observation Approaches
Philosophy
Practicum Planning Journal
Practicum
Testing
Evaluation of commercial sensorial materials
Creating sensorial materials
Sensorial materials as diagnostic

Evaluation requirements and/or performance assessment:

Sensorial Manual (MACTE 3.a)
Sensorial Practice Sessions (MACTE 3.a)
Student Practice Sheet (MACTE 3.a)
Written Examination (MACTE 2.c, 3.c)
Rationale Paper (MACTE 2.b, 3.b)
Performance Assessment (MACTE 3.a)
Practicum Planning Journal (MACTE 2.a)

Required and recommended readings:

Sensorial Manual

Relevant literature books from bibliography
See Philosophy Syllabus

**Early Childhood Level
Mathematics Curriculum (6.2.6)
Instructor: Kathy McIntosh**

Description:

To familiarize the student with the Montessori area of mathematics, its philosophy and its rationale. The materials that aid in the development of the mathematical mind, logical-mathematical thought and mathematical concepts and skills are presented. In particular the introduction to the numeration system is introduced with linear counting. The base ten system is introduced and levels of concrete materials, representational materials, and abstraction materials are presented. The functions or operations of addition, subtraction, multiplication and division are introduced in both static and dynamic operations. Memorization of the mathematics facts of addition, subtraction, multiplication and division is presented with concrete and abstract materials.

Clock hours: 42 hours.

**Credits: California State University – East Bay – 4.5 quarter units (with philosophy)
MTEC/SFBA transcript**

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#2.a, #2.b, #2.c, #3.a, #3.b, #3.c)

Classroom Leadership (#2)

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children; (b)

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies; (c)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom; (c)

Competencies: (MACTE Competencies #2 and #3)

Classroom Leadership (MACTE #2)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children (a)

utilizes cultural sensitivity in support of the development of individual children (b)

demonstrates an ability to implement effective classroom strategies (c)

Curriculum Implementation (MACTE #3)

demonstrates the principles of Montessori environmental and material design (a)

articulates the rationale and sequence of the Montessori practical life curriculum (b)

demonstrates proficiency in applying Montessori principles in the context of the practical life curriculum, didactic materials, and lesson presentation ©

Outline of content and learning experiences:

Session 1:

The Number Rods

The Sandpaper Numerals

The Number Rods and Numerals

The Spindle Boxes

The Numerals and Counters

The Memory Game With Numerals and Counters

Linear Counting

The Short Bead Stair

Snake Game: Search for Ten

Session 2:

Teen Board: Quantity

Teen Board: Symbols

Teen Board: Quantity and Symbols

Number Rods-Teen Presentation

Ten Board: Quantity

Ten Board: Symbols

Ten Board: Quantity and Symbols

One Hundred Board and Numerals

One Hundred Chain and One Thousand Chain

Squaring Chains: One Through Ten

Cubing Chains: One Through Ten

Cubing Chains Layout

Session 3:

Introduction to the Decimal System: Quantity
Introduction to the Decimal System: Symbols
The Decimal System: Association of Quality and Symbol
Formation of Numeral Cards
Regrouping with the Golden Beads for Addition and Multiplication
Addition with the Golden Beads
Subtraction with the Golden Beads
Regrouping with the Golden Beads
Subtraction and Division
Multiplication with the Golden Beads
Division with the Golden Beads (One-Digit Division)
Division with the Golden Beads
(Two-Digit Divisor “Decurian Division”)

Session 4:

MACTE Competencies
Observation Forms and Observation Techniques
Introduction to the Stamp Game
Formation of Quantity in Stamps
Addition with the Stamp Game
Subtraction with the Stamp Game
Multiplication with the Stamp Game
Division with the Stamp Game
The Dot Board: Addition
Introduction to the Bead Frame
Introduction to the Bead Frame with the Golden Beads
Introduction to the Bead Frame with Notation Paper
Reading and Writing Numbers on the Bead Frame
Addition with the Bead Frame
Addition in Columns with the Bead Frame
Subtraction with the Bead Frame

Session 5:

Introduction to Memorization Work
Introduction to the Addition Strip Board
Addition Strip Board
Addition Story Problems
Introduction to the Subtraction Strip Board
Subtraction Strip Board
Introduction to the Multiplication Bead Board
Multiplication Bead Board
Multiplication Bead Board: Prepared Equation Slips
Multiplication Bead Board: Combinations of Number

Introduction to the Unit Division Board
Unit Division Board

Session 6:

Addition Chart 3
Addition Chart 4 (The Half Table)
Addition Chart 5 (Simplified Chart)
Oral Games for the Memorization of Addition
Addition Snake Game
Bead Bars for the Memorization of Addition
Bead Bars: Commutative Law
Bead Bars: Multiple Addends
Bead Bars: Addends Larger Than Ten
Bead Bars: Associative Law
Basic Formats for Addition
Subtraction Strip Board
Oral Games for the Memorization of Subtraction
Basic Formats for Subtraction
Basic Formats for Addition
Subtraction Strip Board
Oral Games for the Memorization of Subtraction
Basic Formats for Subtraction
Basic Formats for Subtraction
Subtraction Story Problems
Subtraction Snake Game
Multiplication Chart 3
Multiplication Chart 4
Multiplication Chart 5 ("Bingo Chart" or "Blank Chart")
Oral Games for the Memorization of Multiplication
Basic Format for Multiplication
Multiplication Story Problems
Snake Game for Memorization of Multiplication
Cubing Chains for the Memorization of Multiplication
Bead Bars for the Memorization of Multiplication
Construction of The Decanomial Power of Numbers
Further Explanation-Power of Numbers
Division Chart 1
Division Chart 2
Division Story Problems

Evaluation requirements and/or performance assessment:

Mathematics Manual (MACTE 3.a)
Mathematics Practice Sessions (MACTE 3.a)
Student Practice Sheet (MACTE 3.a)
Written Examination (MACTE 2.c, 3.c)
Rationale Paper (MACTE 2.b, 3.b)
Performance Assessment (MACTE 3.a)
Practicum Planning Journal (MACTE 2.a)

Required and recommended readings:

Mathematics Manual
Relevant literature books from bibliography

Early Childhood Level
Language Arts Curriculum (6.2.7)
Instructor: Anni Tervydis

Description:

To familiarize the student with the Montessori rationale and philosophy in the area of language, receptive (listening and reading) and expressive (speaking and writing) areas of the Montessori language curriculum, pre-reading visual and auditory experiences, vocabulary development and enrichment, and classical Montessori materials: sandpaper letters, moveable alphabet, metal insets, writing, reading, penmanship and grammar with the parts of speech (function of words).

Clock hours: 42 hours.

Credits: California State University – East Bay – 4.5 quarter units (with philosophy) MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#2.a, #2.b, #2.c, #3.a, #3.b, #3.c)

Classroom Leadership (#2)

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children; (b)

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies; (c)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom; (c)

Competencies: (MACTE Competencies #2 and #3)

Classroom Leadership (MACTE #2)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children (a)

utilizes cultural sensitivity in support of the development of individual children (b)

demonstrates an ability to implement effective classroom strategies (c)

Curriculum Implementation (MACTE #3)

demonstrates the principles of Montessori environmental and material design (a)

articulates the rationale and sequence of the Montessori practical life curriculum (b)

demonstrates proficiency in applying Montessori principles in the context of the practical life curriculum, didactic materials, and lesson presentation ©

Outline of content and learning experiences:

Session 1:

Philosophy

Overview of the Course

Rationale for Language Arts

Introduction Exercise
Overview/Manual Requirements
Manual Chapter 1 and 2
Patterning Exercises
bead stringing
simple/complex/patterns
to pattern cards
mixed shapes
observation task cards
control cards with matching
control cards - colored
no control - matching
above and below line
pattern duplicating - Piaget
other patterning - exercises

Session 2:

Vocabulary
 matching cards - simple - no label
 matching cards - object - no label
 matching cards - one label
 three period lesson
Vocabulary Enrichment and nomenclature
 matching cards with labels
 environment labeling in all areas
 beginning sight reading exercises
Nomenclature
 group lessons
 collective lessons
 nomenclature games

Classification
 simple
 complex
 classification - science, etc.
Sequence story telling - oral expression
Concepts
 opposites
 alike, etc.
 miscellaneous
Rhyming

Session 3:

Writing Exercises

- large motor (blackboard, cornmeal, water and blackboard)
- metal insets, 1-6 patterns
- extensions and variations
- refinement exercises
- paper
- blackboard
- writing pattern
- writing pattern and letters
- Sandpaper letters
- groupings of sounds
- phonics guide
- tracing letters
- tracing letters and sounds
- blending 2 sounds
- blending 3 sounds
- word building
- moveable alphabet
- Beginning Sounds Exercises
- Sandpaper letters and moveable alphabet

Session 4:

- First word building exercise - 5 vowels
- First word building exercise - mixed vowels
- First reading exercises - printed words and pictures
- Second word building - 3-5 vowels
- Second word building - mixed vowels
- First word building with small moveable alphabet with chart
- Word building cards - complete moveable alphabet
- Reading exercises:
 - word lists
 - 1st reading booklet
 - books
- Word Building - 3 letter words - sort and sound
- Spelling
- Writing sequence for moveable alphabet

Blends:

- sandpaper letters
- moveable alphabet
- Long vowel sounds
- Digraphs, dip thong
- Introduction - grammar

Session 5:

MACTE Competencies

Observation Forms and Observation Techniques

Grammar

noun

adjective

article

verb

singular

plural

Review

Session 6:

Language and Literature, Storytelling and Group Activities

Evaluation requirements and/or performance assessment:

Language Arts Manual (MACTE 3.a)

Language Arts Practice Sessions (MACTE 3.a)

Student Practice Sheet (MACTE 3.a)

Written Examination (MACTE 2.c, 3.c)

Rationale Paper (MACTE 2.b, 3.b)

Performance Assessment (MACTE 3.a)

Practicum Planning Journal (MACTE 2.a)

Required and recommended readings:

Language Arts Manual

Relevant literature books from bibliography

See Philosophy Syllabus

Early Childhood Level

Art, Music, Movement Curriculum (6.2.8)

Instructor: Susan Turof-Art

Thomas Lubrano- Music and Movement

Description:

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

Clock hours: 21 hours.

Credits: California State University - East Bay - 4.5 quarter units (with philosophy)

MTEC/SFBA transcript

Meeting schedule:

See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#2.a, #2.b, #2.c, #3.a, #3.b, #3.c)

Classroom Leadership (#2)

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children; (b)

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies; (c)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom; (c)

Competencies: (MACTE Competencies #2 and #3)

Classroom Leadership (MACTE #2)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children (a)
utilizes cultural sensitivity in support of the development of individual children (b)
demonstrates an ability to implement effective classroom strategies (c)

Curriculum Implementation (MACTE #3)

demonstrates the principles of Montessori environmental and material design (a)
articulates the rationale and sequence of the Montessori practical life curriculum (b)
demonstrates proficiency in applying Montessori principles in the context of the practical life curriculum, didactic materials, and lesson presentation ©

Outline of content and learning experiences:

Session 1: Art

Philosophy

Art as a Practical Life Experience

Art Curriculum Basics

Activities:

- 1 Pasting
- 2 Cutting
- 3 Collage
- 4 Drawing

Practice Session

Activities:

- 5 Color Mixing
- 6 Starch Painting
- 7 Water Color Painting

Practice Session

Activities:

- 8 Stamping
- 9 Clay/Sculpture

Art Appreciation

Artists and Their Works

Part I

Lessons 1 – 10

Practice Session

Part II

Lessons 11 – 21

Practice Session

Evaluation requirements and/or performance assessment:

Participation – (MACTE 2.a, 2.b, 2.c, 3.a, 3.b, 3.c)

Session 2: Music

Session 3: Movement

Required and recommended readings:

TMM	Chapter 11	p. 162 - 167
DOC	Chapter 20	p. 280 – 285

Instructor: Ann Gavey

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children;

(b)

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies; (c)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom; (c)

Competencies: (MACTE Competencies #2 and #3)

Classroom Leadership (MACTE #2)

Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

Utilizes cultural sensitivity in support of the development of individual children; (b)

Demonstrates an ability to implement effective classroom strategies; ©

Curriculum Implementation (MACTE #3)

Demonstrates the principles of Montessori environmental and material design; (a)

Articulates the rationale and sequence of the Montessori curriculum; (b)

Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentation; ©

Outline of content and learning experiences:

Session 1:

Philosophy

Overview of the course

Introduction Exercises

Introduction to the Manuals and the Manual Requirements

Zoology

Living/Non-Living

Plant/ Animal

Fish

Amphibian
Reptile
Bird
Mammal
Animal Stories
Care of Animals

Session 2:

Botany

Living/Non-Living
Plant/ Animal
Plant
Root
Stem
Leaf
Flower
Fruit
Seed
Care of Plants
Propagation of Plants

Evaluation requirements and/or performance assessment:

Botany Manual (MACTE 3.a)
Zoology Manual (MACTE 3.a)
Botany and Zoology Practice Sessions (MACTE 3.a)
Student Practice Sheet (MACTE 3.a)
Written Examination (MACTE 2.c, 3.c)
Synthesis Project (MACTE 2.b)
Performance Assessment (MACTE 3.a)
Practicum Planning Journal (MACTE 2.a)

Required and recommended readings:

Botany Manual and Zoology Manual
Relevant literature books from bibliography
See Philosophy Syllabus

**Early Childhood Level
Social Studies (6.2.10)
Instructor: Ann Gavey**

Description:

To familiarize the student with the Montessori rationale and curriculum areas of history and geography, and the study of peoples in their culture.

Clock hours: 14 hours.

Credits: California State University – East Bay – 2.25 quarter units
(with philosophy)
MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives:

Competencies: (MACTE Competencies #2 and #3)

Classroom Leadership (MACTE #2)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)
utilizes cultural sensitivity in support of the development of individual children; (b)
demonstrates an ability to implement effective classroom strategies; ©

Curriculum Implementation (MACTE #3)

demonstrates the principles of Montessori environmental and material design; (a)
articulates the rationale and sequence of the Montessori curriculum; (b)
demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentation; ©
designs and maintains a developmentally appropriate Montessori environment in response to the needs of students; (d)
utilizes a variety of instructional strategies and assessment methods; (e)

Outline of content and learning experiences:

Session 1:

Philosophy

Overview of the Course

Rationale for Social Studies

Introduction Exercises

Introduction to the Manual and the Manual Requirement

Presentations:

globe - sandpaper
globe - land and water
globe - continent
globe - standard
land and water forms - clay
land and water forms - paper
land and water forms - three-part cards
continent map
continent - three-part cards
North America - continent map
South America - continent map
Europe - continent map
Asia - continent map
Africa - continent map
Australia - continent map
Study of peoples

Session 2:

Time Lines:

personal time lines
family time lines
Birthday Celebration
clock materials
calendar
hours
sink and float materials
magnets
batteries

Evaluation requirements and/or performance assessment:

Geography and History Manual (MACTE 3.a)
History and Geography Practice Sessions (MACTE 3.a)
Synthesis Project (MACTE 2.b, 2.c, 3.b, 3.c)
Student Practice Sheet (MACTE 3.a)
Performance Assessment (MACTE 3.a)
Practicum Planning Journal (MACTE 2.a)
Written Examination (MACTE 3.c)

Required and recommended readings:

Geography Manual

History Manual
Relevant literature books from bibliography
See Philosophy Syllabus

Early Childhood Level
Classroom Leadership (6.2.11)
Instructor: Anni Tervydis

Description:

To familiarize the student with the Montessori area of classroom leadership to include preparation of the environment, scheduling and curriculum planning, lesson strategies, evaluation of children, techniques of discipline, communication and problem solving.

Clock hours: 14 hours.

Credits: California State University - East Bay - 1.5 quarter unit
MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#2 and #3.a, #3.b, #3.c, #3.d, #3.e)

Classroom Leadership (#2.)

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children; (b)

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies; (c)

The student is modeled and introduced to leadership skills and professional standards in order to demonstrate those skills and standards in the practicum; (d)

Fundamental administrative tasks for the classroom teacher are introduced in order for the student to exhibit an understanding of administrative functions when in the practicum; (e)

Curriculum Implementation (#3)

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum; (a)

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum; (b)

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom; (c)

The student is given the guidelines for the design and maintenance of a developmentally appropriate Montessori environment in response to the needs of students. The student exhibits proficiency in the practicum; (d)

The student is given a variety of instructional strategies and assessment methods for use with children. The student exhibits these techniques in the practicum setting; (e)

Competencies: (MACTE Competencies #2 and #3.a, #3.b, #3.c, #3.d, #3.e)

Classroom Leadership (MACTE #2)

demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children; (a)

utilizes cultural sensitivity in support of the development of individual children; (b)

demonstrates an ability to implement effective classroom strategies; ©

demonstrates leadership skills and an understanding of professional standards; (d)

incorporates an understanding of administrative functions; (e)

Curriculum Implementation (MACTE #3)

demonstrates the principles of Montessori environmental and material design; (a)

articulates the rationale and sequence of the Montessori curriculum; (b)

demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentation; ©

designs and maintains a developmentally appropriate Montessori environment in response to the needs of students; (d)

utilizes a variety of instructional strategies and assessment methods; (e)

Outline of content and learning experiences:

Session 1:

Review Practicum Planning Journal

Review Practicum Handbook

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children.

The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children.

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies.

The student is modeled and introduced to leadership skills and professional standards in order to demonstrate those skills and standards in the practicum.

Fundamental administrative tasks for the classroom teacher are introduced in order for the student to exhibit an understanding of administrative functions when in the practicum.

Session 2:

Review Practicum Planning Journal

Review Practicum Handbook

The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum.

The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate a knowledge of the rationale and sequence both in the classroom setting and in the practicum.

The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom.

The student is given the guidelines for the design and maintenance of a developmentally appropriate Montessori environment in response to the needs of students. The student exhibits proficiency in the practicum.

The student is given a variety of instructional strategies and assessment methods for use with children. The student exhibits these techniques in the practicum setting.

The student is introduced to Community Care Licensing regulations. Awareness and understanding of Community Care Licensing regulations is assessed in the practicum.

Evaluation requirements and/or performance assessment:

Participation (MACTE #2.a, #2.b, #2.c, #2.d, #2.e; #3.a, #3.b, #3.c, #3.d, #3.e)

Practicum Planning Journal (MACTE #2.a, #2.b, #2.c, #2.d, #2.e; #3.a, #3.b, #3.c, #3.d, #3. e)

Practicum Handbook (MACTE #2.a, #2.b, #2.c, #2.d, #2.e; #3.a, #3.b, #3.c, #3.d, #3. e)

Required and recommended readings:

Children the Challenge by Rudolf Dreikurs

Positive Discipline by Jane Nelson

Practicum Handbook

Practicum Planning Journal

Early Childhood Level

Child, Family & Community (6.2.12)

Instructor: Ann Gavey

Description:

To familiarize the student with the Montessori commitment to the child in the context of the family and the community. Both theory and application of attachment and its relationship to the issues of separation with differing children's temperaments is addressed. Erickson's social/emotional development with particular emphasis on autonomy and initiative and how this relates to self-esteem is explored within the context of procedures and routines in the early childhood setting in relationship to family expectations, goals, and cultural values. Inner discipline with external expectations and guidelines are provided in the design of the environment, clear feedback, re-direction of energy, and logical and natural consequences. Utilizing active listening to acknowledge the feelings of others, and 'I-messages' to respectfully express

personal feelings are modeled and shared. Alternative approaches with their strengths and limitations in discipline issues further expands the discussion. Modeling and teaching sex roles, examining stress and success in family life, complete the child and family focus. Community resources, the community as a socializing agent, and social policy issues are examined as they affect quality care for children.

**Clock hours: 14 hours academic
80 hours practicum**

**Credits: California State University - East Bay - 4.5 quarter unit
MTEC/SFBA transcript**

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#4)

Community Involvement and Partnership with Families (#4)

The student is introduced to cultural differences and its implementation in working with families. The student demonstrates sensitivity in working with families of various cultural backgrounds; (a)

The student is introduced to resources in the community. The student demonstrates an awareness of community resources for additional support of children and families through the development of resource file; (b)

The student is introduced to the major professional associations and is able to identify them; (c)

Competencies: (MACTE Competencies #4)

Community Involvement and Partnership with Families (MACTE #4)

Demonstrates cultural sensitivity in communications and work with families and children; (a)

Demonstrates an awareness of community resources for additional support of children and families; (b)

Identifies and has an awareness of available professional associations; (c)

Outline of content and learning experiences:

Session I:

Part 1: The Child: Socialization in a Developmental Context	pages 1 - 4
Chapter 1: Attachment	pages 5 - 28
Chapter 2: Autonomy	pages 29 - 52
Chapter 3: Initiative	pages 53 - 74
Chapter 4: Self-esteem	pages 75 - 96

Part 2: The Family: Socialization for High Self-esteem in Healthy Families

Chapter 5: Goals, Values, and Culture	pages 97 – 104
	pages 105 – 128

Discussion of application and implementation in own early childhood environment.

Session II:

Chapter 6: Childcare: An Extension of the Family	pages 129 – 150
Chapter 7: Discipline for High Self-esteem	pages 151 – 170
Chapter 8: Accepting Feelings	pages 171 – 192
Chapter 9: Problem Solving	pages 193 – 212

Discussion of application and implementation in own early childhood environment.

Session III:

Chapter 10: Strokes and Affirmations: A Path to Self-esteem	pages 213 – 232
Chapter 11: Modeling and Teaching Sex Roles	pages 233 – 250
Chapter 12: Stress and Success in Family Life	pages 251 – 270
Part 3: The Community: Socialization in the Community Context	pages 271 – 274
Chapter 13: Community Resources	pages 275 – 292

Discussion of application and implementation in own early childhood environment.

Session IV:

Chapter 14: Socializing Agents	pages 293 – 314
Chapter 15: Social Policy Issues	pages 315 – 332

Discussion of application and implementation in own early childhood environment.

Evaluation requirements and/or performance assessment:

- Participation (MACTE #4.a)
- Development of a resource manual (MACTE #4.b and #4.c)

Required and recommended readings:

Child in the Family and Community by Janet Gonzalez-Mena

**Early Childhood Level
Administration (6.2.13)
Instructor: Ann Gavey**

Description:

To familiarize the student with administrative functions in the classroom and governmental regulations, and professional associations are introduced.

Clock hours: 8 hours.

Credits: California State University - East Bay - 1 quarter unit
MTEC/SFBA transcript

Meeting schedule: See website for schedule (MontessoriTrainingUSA.com)

Objectives: (#2.e, #3.f, #4.c)

Classroom Leadership (#2.)

Fundamental administrative tasks for the classroom teacher are introduced in order for the student to exhibit an understanding of administrative functions when in the practicum; (e)

Curriculum Implementation (#3)

The student is introduced to Community Care Licensing regulations. Awareness and understanding of Community Care Licensing regulations is assessed in the practicum; (f)

Community Involvement and Partnership with Families (#4)

The student is introduced to the major professional associations and is able to identify them; ©

Competencies: (MACTE Competencies #2.e, #3.f, #4.c)

Classroom Leadership (MACTE #2)

incorporates an understanding of administrative functions; (e)

Curriculum Implementation (MACTE #3)

Demonstrates an awareness and understanding of governmental regulations; (f)

Community Involvement and Partnership with Families (MACTE #4)

Identifies and has an awareness of available professional associations; ©

Outline of content and learning experiences:

Criminal Record Clearance

Disaster and Mass Casualty Plan

Capacity Determination

Child Care Center Director Qualifications and Duties

Personnel Requirements

Teacher Qualifications and Duties

Teacher Aide Qualifications and Duties

Teacher-Child Ratio

Personnel Records

Child's Medical Assessments

Immunizations

Child's Records

Personal Rights

Discipline

Daily Inspection for Illness

Isolation for Illness

Observation of the Child

Responsibility for Providing Care and Supervision

Sign In and Sign Out

Activities/Napping

Buildings and Grounds

Outdoor Activity Space

Indoor Activity Space

Storage Space

Fixtures, Furniture, Equipment and Supplies

Napping Equipment

Evaluation requirements and/or performance assessment:

Participation (MACTE #2.e, #3.f, #4.c)

Child Center General Licensing Requirements Manual (MACTE #2.e, #3.f, #4.c)

Required and recommended readings:

Manual of Policy and Procedure (State of California)

